



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2019

EDSE 624 001: Applied Behavior Analysis: Applications

CRN: 11628, – Credits

<b>Instructor:</b> Dr. Barbara Kaminski	<b>Meeting Dates:</b> 1/22/2019 – 5/15/2019
<b>Phone:</b> 703-987-0132	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> (bkamins2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm 10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax; KH 15
<b>Office Location:</b> by appointment	<b>Other Phone:</b> N/A

**\*\*Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s):** EDSE 619 B-

**Co-requisite(s):** None

**Course Description**

Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments. Offered by Graduate School of Education. May not be repeated for credit.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

## **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

## **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com).

## **Required Textbooks**

Daniels, A.C., & Bailey, J.S. (2014). *Performance management: Changing behavior that drives organizational effectiveness. 5<sup>th</sup> Edition*. Performance Management Publications. ISBN: 978-0937100257

Roane, H., Ringdahl, J., & Falcomata, T. (2015). *Clinical and Organizational Applications of Applied Behavior Analysis (Practical Resources for the Mental Health Professional)*. Academic Press. ISBN: 978-0124202498

Skinner, B.F. (1968). *Technology of Teaching*. PDF version by The BF Skinner Foundation. [www.bfskinner.org/wp-content/uploads/2016/04/ToT.pdf](http://www.bfskinner.org/wp-content/uploads/2016/04/ToT.pdf)

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Additional Readings**

Supplemental materials will be posted on Blackboard as the semester progresses. Students will be responsible for all materials posted to Blackboard.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

**For EDSE 624, NO ASSESSMENT REQUIRED FOR THIS COURSE.**

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

None

#### **College Wide Common Assessment (TK20 submission required)**

None

### **Performance-based Common Assignments (No Tk20 submission required)**

**\*\*Review & Analysis Paper.** Students will choose a unique topic from the list in the Appendix. Each student will search the peer-reviewed, behavior analytic literature for at least 10 articles. Once selected, students will then summarize and synthesize the literature findings, including strengths and limitations. All papers must be formatted in APA 6<sup>th</sup> edition style. A draft of the paper must be submitted prior to submission of the final draft (see schedule below). Feedback on the content will be provided this draft; however, the draft will not be graded for content. Instead, 20 points will be awarded for submission and inclusion of all relevant sections. **The final review paper is worth up to 100 points; the draft is worth up to 20 points.**

See the Syllabus Appendix for assignment details.

The final review paper will be graded on both content (including the inclusion of all relevant sections) and preparation according to APA standards.

The Review & Analysis Paper is an individually prepared assignment – collaboration between students is not acceptable. All papers should also be unique to this course (i.e., have not been previously submitted). All papers will be analyzed (via online tools) for originality.

**The final review paper is worth up to 100 points; the draft is worth up to 20 points.**  
Details/rubric will be distributed in class.

**\*\*Special Topic Group Presentation.** During special topic weeks, assigned groups will lead a portion of the class. The instructor will provide the groups with “starter” resources and, in some cases, contact info for area experts, to facilitate preparation of instructional materials. Each special topic presentation should include, at a minimum, an introduction to the topic (what it is, how ABA can be applied in the field, etc.), discussion about the possibilities and pitfalls/barriers/concerns, and an application activity (for example, present a scenario related to the topic and facilitate generation of potential interventions). Presentation materials should be uploaded to Blackboard as soon as possible after class (each student must upload presentation materials) – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. The sign-up for weeks and instructions/grading rubric will be provided at first class meeting. **1 opportunity for up to 50 points.**

**\*\*Weekly Quizzes.** On weeks with assigned readings, prior to the class meeting, students will be responsible for a quiz based on the readings. Quizzes will be delivered online through Blackboard (except Quiz 1, which will be administered in class. **(11 Quizzes at 10 points each for up to 110 possible points)**

**\*\*Performance Management Group Project.** Assigned groups of students will prepare a Performance Management Group Project. This project will be an application of the material presented in the textbook “Performance Management” as it relates to a selected scenario (from provided scenarios). It must include an analysis of the performance problem (including a PIC/NIC analysis, etc), propose an intervention, and describe how it would be implemented. Although a group project, each student will be expected to upload an individual submission to BlackBoard. **The final written submission is worth up to 30 points.**

**\*\*Performance Management Group Project presentation.** Each group will present their Performance Management project as though they were proposing it to the organization management/CEO. Groups must use appropriate visual and other aids, and must lead the class through their project as though they were conducting a training session on the topic of the project. All students must participate in the group presentation to receive credit. These presentations are expected to be approximately 30

minutes in length – presentations falling short or exceeding this timeframe (by 5 or more minutes) will be penalized 2 points. **1 opportunity at 30 possible points.**

**\*\*Technology of Teaching Group Project.** As a part of the Special Education curriculum, it is essential to demonstrate application of ABA to effective education. Assigned groups of students will prepare a Technology of Teaching Group Project. Each group will develop a “teaching machine program” for a single task (for example, to teaching a simple math concept, as in the book). Although a group project, each student will be expected to upload an individual submission to BlackBoard. **The final written submission is worth up to 30 points.**

### **Other Assignments**

**\*\*Extra Credit.** Periodically throughout the semester, the instructor will randomly provide opportunities that may include extra quiz questions. Attendance at GMU sponsored ABA continuing education workshops will also be worth 5 extra credit points each.

### **Assignment Submission.**

Students are responsible for following these guidelines for grading.

- All assignments must be submitted through Blackboard. Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Written assignments, whenever possible, should be in Word format and in one continuous file. Preferred presentation style is Powerpoint, although other formats are acceptable. The instructor is not responsible for converting any unreadable submissions and resubmission in a readable format may be assessed a late penalty.
- Questions about assignments should be posted on the Forums in Blackboard, so that everyone has the benefit of your questions.
- Detailed information about each assignment will be posted on Blackboard.

### **Course Policies and Expectations**

#### **Attendance/Participation**

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Course materials will be available on Blackboard for those who either missed class or need additional time with the materials. You may also contact a classmate regarding notes and other activities that took place in your absence. A sign-in sheet will be circulated at the beginning of each session. **Each student signing in will receive 2 points for attendance. *Signing in after the sheet has been returned to the instructor (e.g., arriving late) will earn 1 point.***

One excused absence will be allowed per semester. This excused absence will not result in loss of attendance points. To be considered excused, you must contact the instructor as soon as possible and you must have a valid excuse. Discussion participant points are not excused.

Perfect Attendance will be awarded 2 extra credit points at the end of the semester.

**Other than the one excused attendance, missed attendance points may not be made up. 14 opportunities to earn up to 2 points, for a total of 28 points possible.**

### **Inclement Weather Procedures.**

If GMU is closed due to weather conditions, class will be canceled. If GMU is not closed but, in your judgment, travel poses a substantial risk, you may choose to skip class as your excused absence. If class is canceled, scheduled presentations will be rescheduled over several upcoming class periods. The instructor will be in contact individually to reschedule the presentations.

### **Late Work**

Quizzes are due before the start of the class period (technically, by 7:19 pm on the date of the class). Other work is considered on-time if it is submitted by 11:59pm on the due date. Work submitted after the assigned due date will be assessed a 10% possible point penalty.

### **Other Requirements**

#### **Electronics.**

Cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY.

#### **Grading Scale**

Point values are assigned to quizzes, attendance, and all assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

### **Grading Criterion:**

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C	70-79%	F	69% and below		

<b>Assignment</b>	<b>Points Possible</b>
Attendance	28
Review & Analysis Paper – Draft	20
Review & Analysis Paper – Final	100
Special Topic Group Presentation	50
Quizzes	110
Performance Management Group Project Written submission	30
Performance Management Group Project Presentation	30
Technology of Teaching Group Project	30
<b>Total Points</b>	<b>398</b>

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Date	Readings Due	In Class:	Quiz Due by 7:19 PM	Other assessments
1/24/19	No readings.	Introduction to class and overview; Syllabus review; Review Academic Honesty Policy	Quiz 1 on Syllabus, IN CLASS.	Attendance
1/31/19	<i>Performance Management</i> Chapters 1 – 7	<i>Performance Management</i> topics	Quiz 2	Attendance
2/7/19	<i>Performance Management</i> Chapters 8 - 14	<i>Performance Management</i> topics	Quiz 3	Attendance
2/14/19	<i>Performance Management</i> Chapters 15 – 22	<i>Performance Management</i> topics	Quiz 4	Attendance
2/21/19	<i>Technology of Teaching</i> Chapter 1-5	<i>Design Thinking</i>		Attendance
2/28/19	<i>Technology of Teaching</i> Chapter 5-10	<i>Performance Management</i> <i>Project Presentations</i>		Attendance <b>Performance Management Written Submission Due</b>

3/7/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 1 Chapter 3 Chapter 14 Chapter 18	<i>Special Topic Presentation</i>	Quiz 5	Attendance
3/14/19	NO CLASS – SPRING BREAK			
3/21/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 4 Chapter 9 Chapter 10	<i>Special Topic Presentation</i>	Quiz 6	Attendance
3/28/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 5 Chapter 7 Chapter 8	<i>Special Topic Presentation</i>	Quiz 7	Attendance <b>Technology of Teaching project due</b>
4/4/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 11 Chapter 15 Chapter 16	<i>Special Topic Presentation</i>	Quiz 8	Attendance

4/11/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 17 Chapter 21 Chapter 22	<i>Special Topic Presentation</i>	Quiz 9	Attendance
4/18/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 19 Chapter 23  <i>Performance Management</i> Chapter 23	<i>Special Topic Presentation</i>	Quiz 10	Attendance
4/25/19	<i>Clinical and Organizational Applications of Applied Behavior Analysis</i> Chapter 12 Chapter 13 Chapter 20	<i>Special Topic Presentation</i>	Quiz 11	Attendance <b>Review Paper Draft Due</b>
5/2/19	No readings	<i>Breaking the barrier: How to go beyond autism and special education</i>		Attendance
5/9/19	NO CLASS EXAM WEEK			<b>Review Paper Due NLT 5/9/19</b>

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

## **GMU Policies and Resources for Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Appendix

### Assessment Rubric(s)

#### Review Paper Details:

To do this assignment, first choose one topic from the list below.

- Behavioral cusps
- Behavior analysis in geriatrics
- Behavioral pharmacology
- Distinguishing between science and pseudoscience
- Transfer of stimulus control
- Similarities and differences between applied behavior analysis and positive behavior support
- Thinking as behavior
- Assessment and treatment of self-injury
- Assessment and treatment of aggression
- Assessment and treatment of pica
- Assessment and treatment of pediatric feeding disorders
- Incidental teaching
- Precision teaching
- Direct Instruction
- Organizational behavior management
- Analysis and treatment of aerophagia
- Analysis and treatment of hand mouthing
- Delayed reinforcement
- Contributions of behavior analysis to head trauma rehabilitation
- Behavior analysis in education
- Behavior analysis in corrections
- Mand Training
- Translational research
- Animal applications
- Stimulus Equivalence

Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. **Note: at least 80% of the references you use for your paper must be from behavior analytic journals or books.** Recommended journals include the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals.

Please note that because this is a **review**, that your topic and articles **MUST** be sourced from ABA journals. Your review should resemble a shorter version of the textbook chapters.

Get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books, pertaining to your topic. Whenever possible, try to get literature that spans a number of years so that you can read about and experience (very vicariously) the development of behavior analytic work on your topic.

Write your paper. Use this outline (**BUT DO NOT USE THESE HEADINGS IN THE TEXT**):

***Introduction.*** Introduce your topic. Explain what it is and why it is noteworthy. (**Up to 15 points.**)

***Literature Review.*** If you've been able to get a body of literature that covers a number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. (**Up to 40 points.**)

***What is known?*** Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. (**Up to 15 points.**)

***What isn't known?*** Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. (**Up to 15 points.**)

Write your paper in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct (**Up to 15 points**). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer. This assignment is worth a total of 100 possible points, is due ***BY SUBMISSION TO BLACKBOARD*** no later than the beginning of the last class period, although papers will be accepted early. Late papers will be accepted, with a 10% penalty on total points earned for the paper.